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ABSTRACT

Information and recommendations concerning the improvement of Trident Technical College's (TTC's) programs and services are presented in light of federal requirements and institutional obligations. An institutional statement outlining TTC's affirmative position toward educational access for the handicapped is followed by an enumeration of 13 recommendations for the improvement of services to the handicapped. These recommendations include the establishment of procedures and regulations for handicapped services and programs; the creation of a student review board, a handicapped advisory committee, and a handicapped awareness program; and the implementation of an instructional development program to assist faculty in identifying handicapped students and meeting their instructional needs. The report then outlines TTC's legal obligations under Section 504 of the Rehabilitation Act of 1973, and then examines present and suggested services for the handicapped in the areas of admission and registration, academic advisement, student financial aid, veterans' affairs, job placement, and library services. The remainder of the report examines available community resources for handicapped education, handicapped instructional needs, physical barriers, sources of funding, grievance procedures, evaluation of handicapped services, and the role of a proposed Program Accessibility Committee. (JP)

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ED186078

A STUDY ON HANDICAPPED SERVICES

TRIDENT TECHNICAL COLLEGE

CHARLESTON, SOUTH CAROLINA

JANUARY 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

INTRODUCTION

Trident Technical College's position concerning the handicapped is clearly stated in the following statement:

> Trident Technical College does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities and is in compliance with Section 504 of the Rehabilitation Act of 1973. The Trident Technical College student due process (Article VIII) will serve as the appeals process for students with Section 504 concerns.
>
> It is the policy of Trident Technical College not to discriminate on the basis of sex in its education programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Inquiries regarding compliance with Title IX may be directed to: Dr. James E. Mallory, Vice President for Student Affairs, Trident Technical College, P. O. Box 10367, Charleston, South Carolina 29411. Students wishing additional appeal may contact the Civil Rights Commission. The Trident Technical College student due process (Article VIII) will serve as an appeal process for students with Title IX or affirmative action concerns. (Trident Technical Student Handbook p. 10)

An institutional Handicapped Services and Training Committee was established in November, 1979 to develop a position paper with recommendations to improve or expand the College's programs and services for the handicapped in light of federal requirements and institutional obligations.

The areas identified and reported on in this paper represent some, not all, of the services and programs which TTC may seek to implement to improve its response to handicapped students desiring entrance to College programs. Also included in the report is an appendix which provides information on all laws, regulations and orders pertaining to the handicapped, an institutional self evaluation and checklist and a glossary of

handicapped terms. The areas represented in the report include the following:

Summary of Recommendations
Introduction to Institutional Handicapped Requirements
Student Services
Instruction
Community Resources
Removing Physical Barriers
Funding Resources
Student Review Board
Handicapped Advisory Board
Handicapped Awareness

A summary of the committee's recommendations are found in the subsequent section.

SUMMARY

SUMMARY

Several recommendations have been made in this report concerning Trident Technical College's services and programs for the handicapped. In summary, the overall recommendations of the committee point to the need for either a governing body or a designated person responsible for continuous evaluation, consultation, implementation, monitoring and compliance with federal guidelines established for the handicapped. In addition, the following recommendations are made by the committee:

1. that procedures be outlined and established.
2. that data or information required will be identified and acted upon via follow-through procedures.
3. that a schedule for institutional regulations governing handicapped services and programs be established.
4. that a student review board comprised of enlightened educators (as pertaining to familiarity with handicapped conditions) including expanded responsibilities be established.
5. that an institutional handicapped advisory committee comprised of community and institutional members including legal counsel be established to provide guidance to services and programs for the handicapped.
6. that an institutional handicapped awareness program be established via staff and faculty professional development funds.
7. that an ongoing working relationship be established among community resources identified in this report that exist for and provide services to the handicapped .
8. that instructional development be responsible for the development of or assisting faculty in identifying teaching strategies and techniques for the handicapped.
9. that student services be responsible for identifying handicapped students requiring support services and reasonable accommodations in order to benefit from instruction...that communication is established among faculty, student services and instructional development regarding incoming handicapped students...that reasonable student services be provided to recruit, admit, test, counsel, etc handicapped students.

10. that all physical barriers outlined in section 504 be removed.

11. that funding resources identified in this report be investigated as to their possible assistance in establishing cohesive and integrated TTC handicappped programs and services.

12. that student information regarding accessibility standards and grievance procedure be published in the student handbook

13. that a program accessibility committee be established to assist entering disabled students to make an effective and successful transistion from college admission to program enrollment.

It is recommended that the following outline be utilized by TTC in further institutional review and implementation of the recommendations given in this report.

INSTITUTIONAL SELF EVALUATION

1. Non compliance Identified
2. Action to be Taken
3. Persons Responsible for Completion
4. Procedures to be Followed
5. Data/Information Required
6. Schedule for Completion
7. Projected Impact on the Institution

INTRODUCTION TO INSTITUTIONAL HANDICAPPED REQUIREMENTS

INTRODUCTION TO INSTITUTIONAL HANDICAPPED REQUIREMENTS

Quoting from the Handicapped Requirements Handbook (May, 1979) Section 504 of the Rehabilitation Act of 1973, as amended, (Appendix I), "guarantees specific rights in federally funded programs and activities to persons who qualify as "handicapped." This law requires all recipients of federal funds—whether in the form of a grant or a contract (except for a contract of procurement, insurance or guaranty)—to review, and, if necessary, modify their programs and activities so that discrimination based on handicap is eliminated.

The objective of section 504 is to insure that handicapped persons have opportunities that are not limited and access to the benefits of all federally supported programs and activities. Section 504 does not provide for the rehabilitation of personal needs of handicapped persons, but for civil protection against discrimination in pursuits such as employment and education. It does not protect all handicapped persons, but only those who qualify for coverage based on the statutory definition. It does apply to all programs and activities of recipients of federal financial assistance, as defined in implementing regulations.

Specifically, section 504 states:

> No otherwise qualified handicapped individual in the United States... shall solely by reason of his handicap, be excluded from the participation in, be denied the benefit of or be subjected to discrimination under any program or activity receiving federal financial assistance, or under any program or activity conducted by any executive agency or by the United States Postal Service."

With passage of the Rehabilitation Act of 1973, Congress required that federal fund recipients make their programs and activities accessible to the handicapped. In April 1976, Executive Order 11914 (Appendix I) was issued. It calls upon the Department of Health, Education and Welfare (HEW) to issue general standards and procedures to serve as guidelines for all funding agencies in developing individual sets of section 504 regulations The Executive Order also calls upon HEW to coordinate federal enforcement of section 504. Within HEW, the Office for Civil Rights assumed responsibility.

Final regulations that include the general standards and procedures to be followed by all federal funding agencies were published by the Federal Register of January 13, 1978 (Appendix I). It must be noted, however, that these standards and procedures are minimum requirements which may be exceeded in the rules of individual agencies. Agencies may impose additional standards or require additional procedures for their recipients, depending on the nature of their funded programs.

The regulations begin with a slight rephrasing of the statutory language of section 504 and include a blanket prohibition against any discrimination based on handicap (85.51 (a)):

> No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance.

Section 85.51 (b) contains prohibititions related to aid, benefits and services that incorporate basic principles developed by HEW and used in its regulations for HEW recipients (Appendix I). These include the standard that a recipient, in providing any aid, benefit or service, may not, directly or through contractual, licensing or other arrangements, on the basis of handicap.

- deny a qualified handicapped person the opportunity to participate in or benefit from the aid, benefit or service (85.51 (b)(1)(i)).
- afford a qualified handicapped person an opportunity to participate in or benefit from the aid, benefit or services that is not equal to that afforded others (85.51 (b)(1)(ii)).
- provide a qualified handicapped person with an aid, benefit or service that is not as effective in affording equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided to others (85.51 (b)(1)(iii)).
- provide different or separate aid, benefits or services to handicapped persons or to any class of handicapped persons than is provided to others unless such action is necessary to provide qualified handicapped persons with aid, benefits or services that are as effective as those provided to others (85.51(b)(1)(iv)).

Program Accessibility

"Program accessibility" is perhaps the key term in section 504. A recipient will have afforded equal opportunities to handicapped persons if each of its programs, activities and services, when viewed in its entirety, is accessible.

It is important to emphasize that achieving program accessibility does not necessarily require the alteration or construction of facilities.

Section 504 does not require that existing facilities be immediately made accessible; it requires that programs be accessible. Whenever methods other than facility renovation and construction are successful in achieving program accessibility (e.g. the rescheduling of programs or activities to already accessible facilities), the time and expense of facility renovation work may be avoided.

Viewing A Program "In Its Entirety"

According to the regulations (Appendix I, 85.57 (a)), recipients shall operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to and usable by handicapped persons. This does not necessarily mean that each of a recipient's existing facilities (or every part of an existing facility) need be accessible to and usable by handicapped persons.

The term "when viewed in its entirety" is essential to the concept of program accessibility. All elements of a program or activity need not be accessible in order to meet the section 504 requirements and offer handicapped persons opportunities for full participation. When an entire program or activity is analyzed, however, equal opportunities for participation must exist for handicapped persons. For example, if a recipient offers a course of instruction that has several sections, every section of the course need not be accessible to handicapped persons. So long as enough sections are available to permit full participation by handicapped persons, program accessibility will be achieved. If a recipient offers transportation to its program participants as a part of a regular

program or activity, every vehicle utilized need not be accessible to handicapped persons. So long as the program or activity (including its transportation elements), when viewed in its entirety, is accessible to handicapped persons, the program accessibility requirement will have been met.

Provision of Auxiliary Aids

Although the HEW government-wide regulations do not specifically mention auxiliary aids (e.g., interpreters, notetakers, typed, taped or brailled materials), federal funding agencies, in issuing their section 504 rules, discuss to some length such aids in relation to program accessibility. In cases where the achievement of program accessibility calls for providing auxiliary aids, recipients are obliged to provide aids that will be effective for the individual. There will be varying degrees of effectiveness for different forms of aids when they are applied to different programs and activities. For instance, providing an interpreter and a typed text may be an effective approach for hearing-impaired participants in a lecture series. Whereas, in a small group an interpreter and a notetaker might be more effective. In other instances, readers may be more effective for blind persons than taped texts, and vice versa. The best way to ensure effectiveness in providing the auxiliary aid is to consult with the individual who will be using the aid.

Also, there will be different degrees of effectiveness for different persons using the same aid, and varying costs for the recipient associated with

different aids. Decisions regarding relative effectiveness and cost should be made on an individual-by-individual basis. But, so long as a particular aid is considered to be effective in making a program or activity accessible to an individual, the recipient will be fulfilling its program accessibility obligations. It would appear that discretionary demands for a different form of aid need not be met unless it is shown that the aid provided is not effective in the individual instance.

The Consequences of Noncompliance

The Executive Order (Appendix I) states that "if voluntary compliance cannot be secured by informal means, " a recipient may have its financial assistance suspended or terminated, or may not receive continued or future federal awards.

Recipients who are not in compliance with the section 504 requirements may risk being taken to court. Several recent court decisions have ruled that a private right of action does exist under the Rehabilitation Act of 1973. This means that recipients can be sued in a civil court due to an alleged violation of section 504.

Federal regulations governing architectural accessibility for the handicapped is presented in the section on Removing Physical Barriers and a checklist is provided in Appendix IV of this report. Also, laws, regulations and orders, a glossary of terms and a self-evaluation checklist pertaining to handicapped requirements are contained in Appendixes (I), (II), (III) respectively. (Handicapped Requirements Handbook, Federal Programs Advisory Service, 2120 L Street, N.W. Washington, D. C. 20037 1979)

RECOMMENDATIONS FROM STUDENT SERVICES

STUDENT SERVICES

The sub-committee surveyed the Student Services at Trident Technical College. The following information was requested:

1. What special services are presently offered to students with a physical or health limitation?

2. What areas could be expanded in the future?

Admissions and Registrar - Present Services

1. To date counseling has been instrumental in processing handicapped applicants for admissions. Once the student has been screened for academic placement he/she is usually assisted on an individual basis by the Admission staff.

2. Presently a handicapped student is allowed to register early or be given permission to proceed to the front of lines during regular registration.

Admissions - Future Services

1. Collection of special case materials to be used in pre-admission counseling and evaluation could be developed.

2. Assistance with the admissions process could be increased as the need arises.

3. The attached forms (see attachment 1 & 2) may be revised to aid in identifying handicapped individuals in advance, as part of the admission process.
Admissions feels that these forms would be more appropriate if they could be incorporated with the Career Assessment form used by Student Development. It is felt that the response would be few if the form was mailed with the acceptance letter.

4. Review all degree and diploma programs available to handicapped students. (May aid in determing program accessibility). (Presently all offerings are available to the handicapped.)

Registrar - Future Services

1. Early registration and assistance is presently being done and could be increased.

2. Scheduling of classes in keeping with physical, academic tolerances, and other specific needs.

3. Relocation of required courses.

4. Close proximity of classes.

5. Accessibility of buildings, transportation and parking.

Numbers two, three, four and five are not directly controlled by the Admissions and Records area. All scheduling is done through the Office of the Assistant Vice President, Evening Programs. However, the Office of Admissions and Records will do everything possible to accommodate a students schedule to their handicap and will make schedule changes as needed.

Recommendations

1. For the purpose of reaching the total student population the identification form should be generated from the Admissions Office.

2. The Office of Admissions and Records should be responsible for identifying handicapped students that need assistance to accessible classes. A procedure should be developed that would accomodate the handicapped student for class scheduling and accessibility. It is recommended that this should be coordinated with the Assistant Vice President, Evening Programs.

3. Recruiting strategies should be developed to incorporate presentations to accommodate students with physical or health limitations.

Student Development Center - Present Services

1. At present there are no special services to offer the blind and deaf student. It is felt by the counseling staff that testing provisions should be available for the deaf and blind student, however at this time the staff is not prepared well enough to advertise this service. Testing is administered on an individual basis when required. This provision for testing services includes appropriate personal, vocational and educational counseling needs.

2. The Unit Counselors are responsible for assisting the student in conjunction with Instruction to determine whether special accomodations may be needed.

3. The Handicapped Brochure provides an accessibility guide to campus buildings and parking.

4. The Student Development Center serves as a referral source between handicapped students and specialized agencies in the community.

5. Special Parking Decals can be acquired in the Student Development Center. A physician's statement must accompany any request when the handicap is not visible.

Student Development - Future Services

1. Areas for expansion in this unit could include special groups during orientation as well as a group counseling program to be conducted during the quarter for handicapped students. (Interpretive or other support services may be required.)

2. All tests should be available in braille and the staff should be trained to administer the tests using "braille".

Recommendations

1. Orientation sessions should be designed based on individual needs as it relates to a specific handicap.

2. A testing program should be developed to accommodate students with a physical or health limitation.

3. Enrollment of staff members in special classes to better accommodate the handicapped student on a quarterly basis through professional development (i.e., sign language for the deaf) is encouraged.

Student Aid Office - Present and Future Services

There are no specific scholarships available to the handicapped: however, interested students can contact state and local agencies such as the S. C. Commission for the Blind, the March of Dimes, American Cancer Society and Vocational Rehabilitation.

Loans

There are no specific loans for handicapped students. All returning students who are in good standing are eligible for an Emergency Loan at registration. This loan is for half of the student's tuition, and the student is required to pay the other half. This loan is interest free and must be repaid within 30 days.

Financial Aid

1. All students are encouraged to apply for a Basic Educational Opportunity Grant. This is a federal grant and does not have to be repaid. Applications can be obtained through the Student Aid Office or high school guidance counselors.

2. The Supplemental Educational Opportunity Grant is a supplemental program for very needy students. Any student can apply, but awards are based on need and determined by the Student Aid Office.

3. College Work Study is another supplemental program which helps students find jobs on campus and pays the minimum wage. These jobs are awarded on the basis of need. Anyone can apply, and applications may be obtained in the Student Aid Office.

4. Disabled students should also check with their local Vocational Rehabilitation Office or the State Education Department to find out what programs are available.

Veterans Affairs Office

Veterans should check with the Veterans Affairs Office at the school to determine what benefits are available to them and how to use them.

Areas That Could Be Expanded

College Work Study already uses students as peer tutors in Developmental Studies. This could be expanded to provide assistance to handicapped students in other academic areas.

Recommendations

College Work Study program should be expanded to provide assistance to the handicapped students that need assistance with "Activities of Daily Living" and peer support assistance to aid students with minimal help.

Campus Police - Present Services

During routine patrol, they aid in identifying students with a physical or health limitation and refer these students to appropriate departments.

Bookstore - Present Services

The bookstore staff gives all students individual attention in the selection of their textbooks. The aisles have been designed to permit wheelchairs to operate freely.

Bookstore - Future Services

1. Procure special textbooks, if notified in advance. This would be handled on an individual basis.

2. Provide large line notebook paper. Also carry any special item for resale to the handicapped student.

Job Placement and Co-op Office - Present Services

Employment assistance, by the Job Placement/Co-op Office is provided to the handicapped student as his or her needs warrant. Most of what is provided in-house deals with written information and

verbal interaction, as well as utilizing the Career Development Center's computer terminal.

If the student has an ambulatory handicap, only, the staff would be able to provide full services to him or her without a change in their regular format. The student would have easy access to their offices due to the level entrances to the building and the level surfaces throughout the offices. The computer terminal, due to its mobility, would be utilized with no problems.

If the student has a hearing impairment, the staff would have to rely on modes of communication other than sign language, as no one in the office is trained in this area. We would utilize the use of written messages as much as possible, unless the student has some verbal skills through the use of lip reading. The use of the computer would not be a problem, as all interaction is written or typed.

If the student is visually impaired the staff would rely on spoken communication and walk the student through the format. The staff would operate the computer for the student and relay all information received.

In dealing with any handicapped person, services would be tailored to meet that student's particular needs. Close working relationships would be established with the specific community agency that deals with the particular handicap, be it the Commission for the Blind, Vocational Rehabilitation, etc. Job Placement and Co-op Offices keep complete records on all students served so that any placement information needed by other departments in the institution, or community agencies, will be available.

Job Placement and Co-op Office - Future Services

1. The provision of Job Placement/Co-op seminars to handicapped students to inform them of the available services in this office. Areas to be covered will be resume development, job interview skills, employment trends in this community, job referral system and an explanation of Cooperative Education.

2. Obtaining information from community agencies that deal with specific handicaps, so that our services to these types of students can be as effective as possible.

3. Visiting area employees, when necessary, to discuss the hiring of the handicapped students that we may serve.

4. Conducting follow-up conferences with employers and the handicapped students that will be placed. This already is occuring in "Co-op" placements, with non-handicapped students.

Recommendations

The areas indicated for expansion should be implemented and documented with accountable forms.

Student Health Services - Present and Future Services

1. During registration all students complete a health card from which a handicapped condition can be identified. Health Services sends out a follow-up letter requesting students to contact the Health Center.

2. Health Services presently aids in basic health needs upon request; provides emotional support and maintains contact with community agencies for referral needs.

Recommendations

Develop and coordinate in-service for faculty and staff to know how to deal with a health situation (i.e. epileptic seizures) in the classroom in a calm and rational manner. May be helpful in adopting special teaching techniques and strategies to be used with the handicapped student.

Learning Resources - Present and Future Services

1. At this time there are no special services available to the handicapped student in either campus library. Students in wheelchairs use North Campus Library frequently but there is no elevator available at the Palmer Campus. There are plans in process for a Learning Lab at North Campus which which will not be accessible to students confined to wheel chairs.

2. As of this date we have no special programs which provide services or facilities for handicapped students. We could easily upon request, provide the equipment needed for making audio tapes of books in print.

Recommendations

1. The plans for the Learning Lab at North Campus should be reconstructed to accommodate students confined to wheelchairs.

2. The following areas are seen as recommendations for improvement of services to the handicapped student:

   a. Special orientation to library facilities in which blind students will be involved.

   b. Tape transcribing services.

   c. Braille transcribing services.

d. Free direct readers.

e. Maintenance of a tape library for the blind.

f. Development and maintenance of a braille library for the blind, encyclopedia, dictionaries, logarithmic tables, mathematical tables, etc.

g. Talking book machine.

h. Brailles for use by blind students and sighted volunteers.

i. Maintenance of large print materials within the library, i.e. Roget's Thesaurus, Websters's New World Dictionary, etc.

j. Special reading room.

Student Activities - Present and Future Services

Presently all student programs held at the North Campus are held in the Student Lounge and are accessible to handicapped students. However, at the Palmer Campus most programs are held in the main building, and this would present a problem for students who were in a wheelchair. Hopefully, this problem will be alleviated with the opening of the new downtown site.

Presently, the office of Student Affairs does not offer any special services for handicapped students however, our programs are open to all registered TTC students.

Recommendations

1. Whenever scheduling any events or activities, accessible location should be considered to allow for participation in the colleges extra curricula activities.

2. A survey should be implemented to establish a need for organization of specific clubs.

Attachment #1

College of Charleston

Office of Human Relations

2nd Floor West Randolph Hall
792-5580, 792-5581

Equal Opportunity Policy
Handicapped - Request for Assistance

Section 504 of the Rehabilitation Act of 1973 requires that a handicapped person be given equal treatment in any program which recieves Federal financial assistance. Handicapped person means any person who (1) has a physical or mental impairment which substancially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment.

If you have a handicap which you believe will limit your participation in any of your programs or activities, please tell us. This information is VOLUNTARY... Its only purpose is to give us the information necessary to be of assistance to you. It will be kept confidential, expect of course, (1) college personnel who provide the services you need, and (2) medical or first aid personnel who will be informed regarding any special medical or emergency treatment required.

Voluntary Statement

I have a handicap and would need special assistance and/or special adaptations to my program.

Name (Please type or print) _____

Signature _____

Home Address _____ Telephone _____

Campus Address _____ Telephone _____

Please return to: Director, Office of Human Relations, College of Charleston
Charleston, S.C. 29401

Attachment #2

RETURN TO:

Handicapped Student Office
126 Gentry Hall
University of Mo.-Columbia
Columbia, Missouri 65211

Applying for ___ Fall Semester
___ Winter Semester
___ Summer Semester

Year: _____

INFORMATION FORM

Name _____ Ms. Mr.
(Last) (First) (Middle)

Present Address _____ Present Phone _____ (include area code)

_____

Permanent Address _____ Phone _____

_____

Major Disability: (Please check; other applicable disabilities should be noted with a "2")

___ Orthopedic: ___ Wheelchair User; ___ Crutch User

___ Visual Impairment

Do you prefer: ___ Braille, ___ large print or ___ standardized print? (check one)

___ Hearing Impairment

___ Ambulatory, but with coordination difficulties

___ Speech Impairment

___ Other _____

Activities of Daily Living

___ Completely independent

___ Need assistance with personal care. (If you do need assistance, please complete form entitled "Personal Assistance".)

Economic support from agencies

___ Vocational Rehabilitation

___ Bureau for the Blind

___ Other _____

___ Not applicable

Counselor's Name: _____

Address: _____

Phone: _____

Please specify below any modifications/specialized services you will need for each of the following categories: a) classes; b) living arrangements; c) transportation; d) personal care; e) other. (Review your daily schedule or routine thoroughly to insure your comments below are complete.)

Please include below, or on a separate sheet, any questions you have.

Date: _____ Signature: _____

RECOMMENDATIONS FROM INSTRUCTIONS

INSTRUCTIONAL NEEDS OF THE HANDICAPPED

A. Where we are:

In attempting to determine where Trident Technical College is in addressing the Instructional needs of the handicapped, we accomplished a very informal, unstructured telephone survey with several Instructional Deans. The conversations with each dean led to basically the same conclusions:

1. The Deans received no formal notification of students entering their programs who, voluntarily or involuntarily, are designated handicapped.

2. The Instructional Units are, themselves, not equipped to identify physical or learning disabilities except in the most obvious cases.

3. Except in isolated cases (i.e., a deaf student in Developmental Studies) teaching methods or strategies have not been addressed in Dean-Faculty discussions.

4. No one individual or unit has been designated or identified as a resource for faculty when a need exists to formulate teaching strategies for handicapped students.

5. There are no instructional materials specifically designated to address instructional needs of the handicapped.

B. How can we strengthen our position of supporting the Instructional needs of the handicapped:

1. Designate a person or persons to research and identify the institution's responsibilities relative to federal regulations and institutional commitment. Make this information available to instructional personnel through dissemination to the Deans.

2. If methods and techniques are to be chosen to help individualize a program, certain basic information is needed that functionally describes the students disability and strengths. Establish a formal method for collecting information volunteered by handicapped students and a method of getting the information to faculty.

3. Since faculty are ultimately tasked with the responsibility of working with handicapped students on a daily basis, their need for expertise in developing appropriate instructional strategies for handicapped students, a specific unit should be designated as a faculty resource. Because of their experience in program development and instructional methods, the Office of Instructional Development appears to be the logical sources for faculty assistance if a situation warrants the formulation of alternative teaching methods for a handicapped student. Additionally, a representative from the Learning Resource Center would provide assistance to the faculty in the selection of special hardware and software which may be appropriate to aid the handicapped student.

COMMUNITY RESOURCES

COMMUNITY RESOURCES FOR FACILITATING EDUCATION/TRAINING OF THE HANDICAPPED STUDENT

The intention of this segment of the committee's study is to report upon the resources within this community which will assist Trident Technical College in complying with section 504 of the Vocational Rehabilitation Act of 1973. Inquiries were limited to concerns for the orthopedically handicapped and to those of students who may suffer visual or hearing impairments.

Resources usually translate to mean money, unfortunately, although there is no dearth of advocacy groups within the Charleston area for the handicapped, those who can asist the College with hard resources are few, and virtually no one has the experience or expertise to design or modify educational programs. Most of those agencies which were contacted are perfectly willing to help, but their help is generally limited to advice or counseling services. Orthopedically Handicapped: South Carolina Vocational Rehabilitation is the only agency concerned with the orthopedically handicapped which has funds to assist in training.

Vocational Rehabilitation clients must fall within the agency's economic guidelines, which according to the Director are liberal and which allow almost anyone to qualify. However, he also stated that services rendered by the agency must be financially feasible and not deplete the agency's operating budget. For example, the providing of an interpreter for one deaf student for one year would be considered economically unfeasible.

Under most circumstances the agency can provide one hundred percent of costs for mobility training for the orthopedically handicapped and will pay for any mechanical apparatus which will facilitate the accomplishment of the student's vocational goal. This is generally considered to mean wheelchairs or wheelchair repairs, lifts and automobile modifications. If a need is demonstrated, and on an individual and a judgemental basis, assistance with modifications of shop/work areas or of tools might be possible.

The agency can pay for a portion of travel (generally 18¢ per mile), but would be unable to provide a driver, but drivers may be available as a PSE employee through the Charleston Manpower Office. In extreme and rare circumstances, Vocational Rehabilitation will pay for room and board for a handicapped student to live near campus.

The agency does not have the capacity to assist us in modifying our CBI or of making general recommendations for alterations in shop facilities. They are willing to act as consultants as individual needs arise.
The most significant contribution Vocational Rehabilitation can make is a free assessment of the potential students' aptitudes, abilities and limitations. The Vocational Rehabilitation counselors will share with and interpret these results to Trident counselors and instructors. The Vocational Rehabilitation counselors can also provide personal, vocational and adjustment counseling. They are also eager to become intimately involved with every aspect of training from evaluation to job placement.

Visually Handicapped: There is a local Association for the Blind which is United Way funded, but their work is with older people and they are concerned primarily with the dissemination of information. They have severely restricted resources. There is also a local Federation of the Blind, Student Division. This is an association of blind students concerned with mutual support and adjustment. This group has no money but should be used in an advisory capacity, and if Trident Tec has visually impaired students, they should be made aware of the existence of this organization.

The South Carolina Commission for the Blind is funded with Vocational Rehabilitation money, but operates separately from that organization. The Director of the Commission and his staff would welcome a chance to work with any student whose degree of visual handicap would make them eligible clients. The Director feels that in the past Trident Tec has been unreceptive to working with the visually handicapped. He would like to establish an official and permanent liaison with the College.

The Director's realistic portrayal of his client's abilities and limitations is particularly impressive, as is his forthright position on what his contributions could be to assist the College, as well as what he felt the College's contribution should be. The Commission for the Blind's representatives take the unique position that "money is no problem, we'll do anything to make our student competitive." Characteristic of the Director's realistic appraisal of education for the blind is his statement that "we have smart ones and dumb ones, we have lazy ones and ambitious ones".

In this vein, he promises an honest evaluation of any student and the full support of his staff. He does insist that Trident Tec "must do its part" and make a financial effort to provide for visually handicapped students in the same manner which would be done for sighted students. If an Appollo machine (magnifies reading material) is necessary, the Commission will buy one for the home if the College buys one for the library. The Commission sees no reason why the College would not be able to purchase talking calculators or large print typewriters ("you buy calculators and typewriters for sighted students"). The Commission's position is that it will duplicate for the home anything we purchase for the school, but the impression given is that if they see Trident as cooperative and helping, they will go much further than that.

The Commission would be capable of assisting the College with braille material or tapes if the need arises but they caution against any outlay of money until first there is a need and that need is assessed. At that time, both professional and financial assistance would be forthcoming. Although the Commission does not now have the ability to recommend program modifications or adjustments in Trident's CBI, it would be willing to hire "experts" if necessary. The Commission would also hire readers for students, but they state that most students solve that problem themselves.

Hearing Impaired: Vocational Rehabilitation will provide assessment, counseling and job placement. They will pay for any mechanical devices (hearing aids) but not for interpreters. The Charleston Speech and Hearing Clinic will provide evaluation and adjustment and vocational counseling. The Charleston Council for the Deaf "might" pay a student to take carbon

copy notes for a deaf student, but sees this practice as impractical. There is a South Carolina Registry for Interpreters, but they are not volunteers. In fact, the statement was made more than once that, "there is no such thing as a free interpreter". The Registry will provide teachers to conduct classes in sign language and in signed English. Both Baptist College and the College of Charleston have held these classes in the past and Trident Tec will offer them in the Spring. The Charleston County Manpower Office could hire an interpreter as a PSE employee but sees as unlikely finding someone with these skills who would also fall within their economic guidelines.

Although there are virtually no hard resources to assist in training the deaf (probably because what the deaf student primarily needs is not available), advocacy groups for the deaf and the parents of the deaf are very fervent and are aware of Section 504.

Advisory Groups: While with certain exceptions, the availability of resources (money) is disappointing, there are several areas from which the College can draw for willing people who possess whatever knowledge is available for assisting with complying with section 504. Such a group of professionals and of concerned citizens will not only enhance Trident's ability to deal with section 504, but will also be evidence of willingness to comply with the law and of the College's commitments to it.

Other than those agencies mentioned previously, advice should be solicited from someone from the Mayor's Committee for the Employment of the Handicapped

and from the Trident Forum for the Handicapped. The latter is a group of handicapped people whose organization now appears to have no particular direction but who might be valuable in the evaluation of programs. Representatives of the College have been invited to attend their next meeting and make a presentation.

The South Carolina Protection and Advocacy System for the Handicapped Incorporated is a federally funded advocacy group operating independently of any community organization. The Director is not anxious to sit on any advisory group because of a possible conflict of interest. However, it certainly would be prudent on the part of Trident to have some official contact with this group whose sole purpose is to protect the handicapped under the law, and whose staff consists of two full time attorneys.

Another valuable resource is Mrs. Lucille Whipper, Director of Human Resources at the College of Charleston. She has recently directed an extensive self evaluation of the accessibility of learning at her institution. Mrs. Whipper is willing to share her experiences with Trident and provide the results of their self-study as well as various publications and periodicals concerning learning for the handicapped. Among these are: Guide to 504 Self Evlauation for Colleges and Universities, National Association for Colleges and Universities Business Offices; Barrier Free Design, University of South Carolina; The Deaf Student In College and Guidelines for Careers for Deaf Students, Claudett College; The Handicapped Student Free Access to Performance, University of Tennessee.

Mrs. Whipper also offers some very sound recommendations. She recommends against designing programs for handicapped before the student is admitted, but simply make certain the school is physically accessible and modify programs only as the need arises; if possible, have some lead time between students acceptance to the school and the beginning of the program; involve faculty and make them aware of the requirements of the law and maintain contact among the teacher, the student and the school counseling service.

It might be advisable for the College to contact other colleges in the community to determine their experiences and possibly establish an advisory group for a consortium of local post secondary institutions.

In conclusion, resources are sparse but Trident is more likely to receive the maximum of that available and also have the staff benefit from the knowledge and experience of others if representatives of the agencies and advocacy groups are made a formal part of planning and of procedures for complying with the law.

DIRECTORY OF AGENCIES

S. C. Vocational Rehabilitation Fairfield Park Charleston, SC	Willie Creel	571-6390
Charleston County Manpower Office King & Queen Streets Charleston, SC	J. P. O'Keefe	577-7800
S. C. Commission for the Blind Fairfield Park Charleston, SC	Tom Keller	766-5556
Charleston County Association for the Blind 41 Pitt Street Charleston, SC		723-6915
Charleston Speech & Hearing Clinic 30 Lockwood Drive Charleston, SC	Mitch Carnell	577-5410
Charleston Council for the Deaf North Charleston South Carolina	Millie Colson	744-8476
S. C. Registry for Interpreters	Paula Thomas	844-9673
Mayors Committee for Employment of the Handicapped 14 Alston Ct. Charleston, SC	Bill Skilton	766-9687
Trident Forum for Handicapped Meets at St. Matthews Lutheran Church King St., Chas. SC	Jim Middleton	7239285
S. C. Protection and Advocacy System for the Handicapped, Inc. Rivers Avenue North Charleston, SC	Amy Waring	744-4294
Human Relations Dept. College of Charleston Charleston, SC	Lucille Whipper	792-5507
Federation for the Blind Student Division (Baptist College)	Vickie Darnell	792-4408

REMOVING PHYSICAL BARRIERS

REMOVING PHYSICAL BARRIERS

Trident Technical College has addressed the problem of physical barriers on the College's two campuses and its Extension Centers. On December 8, 1977, a Task Force Committee on the Handicapped evaluated the physical facilities to identify barriers to the handicapped, and the committee, chaired by Mr. Dick Toglio, submitted a report on the committee's findings. The report is titled, "Trident Technical College Transition Plan." (Appendix V)

The report identified defects in the College's physical facilities which did not meet the standards set by section 504 of the 1973, Rehabilitation Act and projected completion dates for the required corrections to the College's facilities. Many of the required corrections were accomplished during renovation of the existing buildings of the North Campus. Mr. John Moorer, TTC's Director of Physical Plant, is addressing those barriers which are yet to be corrected. These outstanding items are being corrected on an on-going basis as funds are made available. (Appendix VI)

At the time when the "Trident Technical College Transition Plan" was developed, the Aircraft Maintenance Technology program was not in existence, thus the Hangar used in this program has not been evaluated for compliance with section 504. It is recommended that this should be done as soon as possible. If the Hangar facility requires any major changes the College may have to request an extension on meeting the requirement of section 504.

An extension is likely to be required for the construction of the new Palmer Campus facilities as it is probable that the new facility will not be completed by the end of 1980 as stated in the Transition Plan. The construction time table for the new Palmer Campus should be consulted and steps taken to request an extension for compliance to section 504, if required.

Trident Technical College needs to keep abreast of any changes in the standards set forth by section 504 and insure that the College remains in compliance with those standards. At present, Mr. Dick Toglio is performing this function. It may be advisable to provide him with some assistance in this function in the form of an assistant as the College expands its facilities. Periodic re-evaluation of TTC's physical facilities are important if the College is to maintain compliance with section 504 changes.

Compliance with section 504 does not mean that the College will be completely barrier free. Barriers are permitted as long as the College programs are still accessible to the handicapped.

In order to provide barrier free facilities, the College should provide a means of reporting physical barriers as they are encountered. The persons most likely to encounter these unforseen barriers are the handicapped students attending the College. Feedback channels should be established. This should become a formal procedure and disseminated so that students as well as the faculty and staff of the College will be aware of how physical barriers can be reported.

Overall, Trident Technical College has made a great deal of progress in identifying and correcting physical barriers on the North Campus. The new Palmer Campus construction project to be completed this year will alleviate the problems of accessibility currently encountered at the present facilities. This leave only the Hangar facilities to be evaluated before the College can be confident that it is striving to be in compliance with section 504. To be certain of section 504 compliance, it is recommended that the Barrier Free Checklist provided in Appendix IV be utilized.

RECOMMENDATIONS FOR FUNDING RESOURCES

Many of the obstacles facing the faculty and staff at TTC in regard to instructing and serving the handicapped student stem from the lack of funds needed to provide these services. In many cases, personnel, special equipment and facilities are needed to accommodate the handicapped student. Since under federal law, schools and colleges are responsible for providing instructional and support services to handicapped students, it is up to the institution to absorb the additional costs which occur in providing these services. Therefore, the acquisition of outside funding is desirable to offset the expense that ensues in providing these services.

There appears to be no all-encompassing program for which a college or university could apply and receive funding. From the support services standpoint, the brightest possibility seems to be in the area of Community Based Counseling. Trident Technical College would have the greatest chance of benefiting from this type of grant by working with the Charleston Higher Education Consortium. In addition, grants are available through the Bureau for the Handicapped, which is an office within the Department of Education.

The key to obtaining funding for instructional programs is to approach the project with a very specific target in mind. Targeting a specific group, such as deaf persons being instructed in data entry techniques (presently being done at Midlands Tec through CETA funding) is a prime example. Locating monies to aid in the instructional process as opposed to support services seems to be a more likely possibility. This would mean that at TTC, the application for grant money would lie with the various instructional units.

There are several agencies which are potential funding sources for programs for the handicapped. They are as follows:

I. National Endowment for the Arts

Contact: Mr. John Kerr
13th Floor, Columbia Plaza Building
2401 E Street, N.W.
Washington, D. C. 20506

Phone: 202-634-6028

II. National Science Foundation

Contact: Dr. John A. Maccini, Program Director
Room 413
5225 Wisconsin Avenue, N.W.
Washington, D. C. 20550

Phone: 202-282-7736

III. State of South Carolina Department of Education (Vocational Education Office

Contact: Mr. L. L. Lewis, State Director
State Department of Education
Rutledge Building
1429 Senate Street
Columbia, S. C. 29201

Phone: 803-758-3101
*Involves matching funds

IV. The South Carolina Commission for the Blind

Contact: N/A
1430 Confederate Avenue
Post Office Box 11638
Columbia, S. C. 29201

V. Alcohol & Drug Abuse Prevention Education Programs

Contact: Mr. Clyde Manigo
Susbtance Abuse Program
Office of General Education
1429 Senate Street
Columbia, S. C. 29201

Phone: 803-758-3362

VI. South Carolina Department of Social Services

Contact: N/A
1531 Confederate Avenue
Extension, North Complex Towers
Post Office Box 1520
Columbia, S. C. 29202

VII. State of South Carolina, Office of the Governor (CETA Division)

Contact: Mr. Robert Thomas
1800 St. Julian Place
Columbia, S. C. 29206

Phone: 803-758-2866

VIII. Bureau of Education for the Handicapped(Department of Education)

Specific Grants:

a. Information & Recruitment Program

Contact: Mr. Harvey Liebergott
Room 1309
John F. Kennedy Federal Building
Boston, Massachusetts 02203

Phone: 617-223-4557

b. Regional Education Program for Handicapped Persons

Contact: Mr. Melvin R. Ladson, Jr.
OE/BEH Donohoe 4046
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Phone: 202-472-2263

c. Vocational/Career Education for the Handicapped

Contact: Mr. Ray Sinches
OE/BEH Bonohoe 4046
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Phone: 202-471-2263

d. Special Services for Disadvantaged Students

Contact: Mr. David D. Johnson
Bureau of Higher Education & Continuing Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Phone: 202-245-6665

RECOMMENDATIONS FOR STUDENT REVIEW BOARD

STUDENT REVIEW BOARD

In addition to established guidelines of TTC's Due Process, the following recommendations are made to expand the duties and responsibilities of the present Student Review Board, particularly as relating to handicapped concerns.

Expanded Responsibilities

1. Review student grievance and insure that complaint procedures are followed.
2. Consider grievances submitted in light of established College policies and procedures and the needs and rights of students, particularly the reasonable accommodations required and support services needed by handicapped students (as outlined in Section 504 of the 1973 Rehabilitation Act) in order to benefit from the College's services and programs.
3. Review and recommend policy/procedure change as pertaining to institutional responsibilities and legal requirements.
4. Review handicapped students' concerns as related to facilities, programs and services and their applicability in meeting the reasonable needs of the presenting handicapped condition.
5. Become familiar with successful postsecondary handicapped programs and services, particularly state and federal regulations governing handicapped accessibility to institutional programs and services.
6. Coordinate with the Handicapped Advisory Committee.

Review Board Constituency

In compliance with established procedures and appointment in selecting Trident Technical College Review Board members, it is recommended that the following additional considerations be made when a handicapped hearing occurs:

1. the selection of a handicapped student.
2. the selection of a handicapped faculty or staff member.

3. the selction, on an ad hoc basis, of a community volunteer or professional who has worked with the handicapped conditions in consideration

4. the selection of other board members who have a sensitivity to and interest and background in handicapped concerns.

Student Grievance and Complaint Procedure

A claim by a student or group of students that alleged improper, unfair arbitrary, or discriminatory, judgement has been applied to them directly by the College may be submitted to the Student Review Board after the following steps have been taken:

Informal Process: The student(s) must present his or her case informally to the party involved, and request review and re-evaluation with the party. If satisfaction is not reached, the student(s) may enter into the formal process. The student(s) can request clarification and assistance from the Dean of Students regarding informal and formal complaint procedures.

Formal Process:

Step I The student must submit in writing to the Dean of Students a request for review before the Student Review Board, if it has been verified by the Dean of Students that the informal process has been attempted. The student's written request must include the nature of the complaint, the facts on which it is based, the alleged violation and the relief requested.

Step II Notification of the review date will be given to the student in writing within three (3) class days after a request has been received. The time and date established for the hearing will be mutually agreeable by all parties concerned.

Step III The Student Review Board will receive notice of the complaint from the Dean of Students, review the complaint with the parties involved at the established time, and reach a resolution of the problem within a reasonable period of time.

Step IV The Review Board's resolution will be made to the parties involved in writing within three (3) class days of the disposition. If the disposition is agreeable to the parties involved, it shall be signed by the Review Board Chairperson and the complaintant within five (5) class days and filed with the Dean of Students office.

If the student(s) disagrees with the proposed solution, the student may proceed through the Vice President for Student Affairs level, by requesting in writing within three (3) class days after receipt of the Review Board's decision a review by the College's Executive Council. Steps I and II are repeated. The Executive Council's resolution will be made to the parties involved in writing within three (3) class days of the dispositon.

If the student(s) disagrees with the Executive Council's decision, the student(s) may appeal it through the Chairman of the Area Commission. All appropriate materials pertaining to the complaint will be forwarded to the Area Commission Chairman. The decision of the Area Commission shall be final and binding.

RECOMMENDATIONS FOR HANDICAPPED ADVISORY BOARD

HANDICAPPED ADVISORY COMMITTEE

It is recommended that an advisory committee be established to provide an evaluation (on a semi-annual basis) of handicapped services and programs provided at Trident Technical College and its compliance with federal and state handicap regulations. The committee will advise the College concerning the development of policy and procedures to accommodate the integration of handicapped students. Membership of this committee will consist of persons familiar with handicapped conditions and federal guidelines.

AUTHORITY

The authority of the commitee is to make recommendations and suggestions to the College for the improvement of Trident Technical College programs, facilities and services to accommodate, reasonably, the handicapped. Recommendations of the committee should be made to the President and the appropriate Vice President.

FUNCTIONS

1. Keep abreast and inform the College of relevant Federal guidelines concerning handicapped students.
2. To advise concerning the adequacy of existing facilities.
3. To advise concerning the modification of existing facilities.
4. To advise on appropriate additional facilities.
5. To advise on support and auxiliary services needed by handicapped student.
6. To advise on instructional modification, techniques and strategies to accommodate handicapped learning needs.

7. To assist the Trident Technical College Student Review Board when needed.

8. To evaluate on a semi-annual basis the College's compliance with federal, state, local regulations as pertaining to the handicapped.

COMMITTEE MEMBERSHIP

Committee appointments should be made by the President.

Considerations for selection:

1. Representative from building, grounds .
2. Legal counsel representative.
3. Vocational Rehabilitation representative.
4. Handicapped Faculty/Staff representative .
5. Health Services representative.
6. Representative from Instructional Improvement.
7. Other appropriate members to be selected who have a understanding of the handicapped student's condition and needs.

COMMITTEE CHAIRMAN

The committee chairman will be selected by the majority vote of the committee members.

COMMITTEE MEETINGS

Meetings will be held as deemed necessary by committee chairman or with one meeting a quarter as a minimum requirement.

REPORT

A report of the committee's work should be made semi-annually to the Executive Council.

RECOMMENDATIONS FOR HANDICAPPED AWARENESS

INSTITUTIONAL AWARENESS

To facilitate the College's effort toward compliance with section 504, a program or series of programs to help sensitize the college community to the abilities, needs and individuality of people with handicaps is strongly suggested. Such a program is needed to reduce, to as great a degree as possible, the general misunderstanding that exists with regard to the overall thrust of Section 504, increase college community awareness and understanding of physically disabling conditions, and provide a catalytic experience out of which new approaches to instruction and services will be generated.

Objective #6 in the Student Development section of the Division of Student Affairs Goals and Objectives for 1979 - 1980 proposes a workshop to train counselors and admissions personnel to be more effective in their roles when working with the physically disabled. The workshop is scheduled for May, 1980. It is suggested that this objective be modified to include, not only counselors and admissions staff, but also others in Student Affairs and the Division of Instruction and Finance and Administration. Such a program has great implications for the professional development of our administrators, faculty and staff.

Over the past eighteen months colleges and universities, nationwide, have developed programs that are not only sensitizing but also have direct applicability to instruction. A sampling of activities follows:

A. Slide presentation on wheel chair use.

B. A do-it-yourself exercise where people were put in a wheel chair and assigned to go certain places about the campus.

C. Free hearing and vision testing.

D. A day-long "handicap simulation" activity. Volunteers spent the day blindfolded, with ear plugs, in wheelchairs.

E. Demonstrations of braille and American sign language.

F. Presentations by representatives for Vocational Rehabilitation

G. Slide show on physical and psychological barriers

H. Experiences designed to expose volunteers to limitations in mobility and touch

I. Workshop presentation on employment, employers, and the handicapped

J. A wheelchair basketball game

K. A series of mini-workshops with instructional staff to explore specific teaching methods for use when physically handicapped students are enrolled

L. A series of displays of aids available to the physically handicapped

Colleges and Universities offering assistance in the design of such programs are:

Northeastern University

Pennsylvania State University

Santa Fe Community College

Texas Christian University

Wayne State University

Merrimack Valley College

Johns Hopkins University

University of California, Berkeley
Santa Cruz

State University of New York, Binghampton

HANDICAPPED AWARENESS DAY
SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA

Programs provided by the Office of Vocational Rehabilitation included a slide presentation depicting psychological and physical barriers and a program on wheel chair use. A do-it-yourself exercise where people were put in a wheelchair and assigned to go to certain places about the campus (the bathroom or to the library) was a most effective educational experience. A slide show on the physical barriers about the campus and an interpretive dance by blind and deaf students were a part of the formal program. Free hearing and free vision examinations were provided all day; those found to have ear or eye problems were given a proper referral and follow-up. The Bureau of Blind Services had a unique display which featured a Braille typewriter, Braille playing cards, and a lesson in Braille.

RECOMMENDATIONS FOR PROGRAM ACCESSIBILITY COMMITTEE

PROGRAM ACCESSIBILITY COMMITTEE

It is recommended that a program accessibility committee be established to assist entering disabled students to make an effective and successful transistion from college admission to program enrollment. Presently, a gap exists between the recognition of entering disabled students and the identification and minimizing of existing handicaps which inhibit equal access to educational success opportunities.

This committee, unlike two others herein proposed, is suggested to be preventative in function. That is, each entering disabled student's condition is to be evaluated and a subsequent plan to be proposed. The other two committees proposed functions either in a regulatory capacity (Advisory Committee) or as a student appeals process (Student Review Board).

Committee responsibilities and membership are recommended as follows:

FUNCTIONS

1. Upon request, review entering disabled student's handicapping condition.
2. Identify support services and instructional needs to assure program accessibility.
3. Recommend modifications required (Where expenditures are required above and beyond budget specifications, requests are to be submitted to institutional officers via the Vice President for Student Affairs.)
4. Provide an individualized educational plan which is mutually agreed upon by the committee and the student.
5. Disseminate information to appropriate faculty and staff.

6. Monitor progress of educational plan.

7. Coordinate committee functions with Handicapped Advisory Committee.

MEMBERSHIP

Committee appointments should be made by the President. Recommend committee selection from the following areas:

1. Instructional Development
2. Student Development Center
3. Developmental Studies
4. Vocational Rehabilitation
5. The selection of a handicapped student.
6. The selection of a handicapped faculty or staff member.
7. The selection, on an ad hoc basis, of a community volunteer or professional who has worked with the handicapped conditions in consideration.

Other appropriate members to be selected who have an understanding of the disabled student's condition and needs.

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